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17. ABSTRACT (MAX. 250 WORDS)

Questions are raised concerning the relationship between the Mott Foundation Program, the Flint Board of Education, the cost of the program, and the administration of the community school program.

Questions pertaining to the community school director range from his role to his on-the-job training.

Questions pertaining to adult education and the youth enrichment program focus on the number of courses offered, course accreditation, recruitment of adult education teachers, and the number of students needed before a course may be offered.

In the area of architecture, questions were asked about the costs of school construction per-square-foot, the size of the gymnasiums, how many schools had been designed and built as community schools.

Questions pertaining to effects of the program were concerned with the curriculum, the activities, public support, and the relationship between parents and staff.

General questions pertaining to Flint were asked, such as its population and area.

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answers to questions most frequently asked by visitors to Flint's Community Schools...

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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SOME QUESTIONS MOST FREQUENTLY ASKED BY VISITORS

TO THE FLINT COMMUNITY SCHOOL PROGRAM

QUESTIONS PERTAINING TO THE OVERALL PROGRAM:

1. What is the relationship between the Mott Foundation Program and the Flint Board of Education?

   A. The Mott Foundation Program can be thought of as a "fund" available to the Flint Board of Education with which the board can undertake experimental pilot-type projects and provide supplementary educational, recreational, and cultural programs for youth and adults. This fund makes it possible for the board to undertake experimental and enrichment programs which it considers important to a broad community education program, but for which tax monies are not normally available.

2. How much does all of this enrichment program cost?

   A. The Mott Foundation Program budget in 1963-64 was $2,350,000. This budget included the Adult Education program, the Health and Safety program and Children's Health Center, the Athletic and Recreation program, the Community School Activities program, the Teen Club program, the Big Brothers, Mott Camp, Stepping Stones, Graduate Training, and many experimental programs.

   The Foundation does not necessarily shoulder the full cost of all these programs. The Adult Education Program, for instance, receives some aid from state funds. The program of the Big Brothers receives considerable support from many agencies and businesses in the community.

3. What percentage is this cost of the total school budget?

   A. About 8 1/3%. The board of education expenditures in 1963-64 were roughly 28 million dollars, of which 2 1/3 million (or 8 1/3%) was the cost of the total enrichment program underwritten by the Mott Foundation.

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4. How many mills are you levying in Flint for schools?

A. A total of 19.20 mills on state equalized valuation broken down as follows:

Operation	9.20	(Approximately--determined each year by County Tax Allocation Board)
Building and site	2.50	
Building and site or operation	7.50	
	19.20	mills

5. What is the Mott Foundation's share of the cost of keeping schools open after regular hours?

A. The Mott Foundation Program pays the costs of supervision and additional costs incurred for such items as equipment, extra custodial service, etc.

The Board of Education assumes the costs of lights, heat, and normal janitorial services.

6. Do groups have to pay for use of school facilities? How much?

A. Groups that are school-identified (men's clubs, women's clubs, Boy Scouts, Girl Scouts, adult education classes, teen clubs, Hi-Y's, YMCA, YWCA, etc.) are not required to pay a fee.

Groups that are not school-identified (church groups holding services, neighborhood showers, etc.) are charged nominal fees that cover expenses only.

7. How is this community school program administered?

A. In each school the principal is chief administrator. Responsible to the principal for the after-school and evening phase of the program is the community school director.

8. Who administers the Mott Foundation Program?

A. The director of the Mott Foundation Program is an associate superintendent of schools with the administration of the Mott program his and his staff's responsibility.

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9. Who decides what projects will be undertaken?

   A. Each major division within the Mott Program has an advisory committee. These committees both create and evaluate new ideas and suggestions concerning their special interests. Anyone may submit new ideas for consideration by the advisory committees. If these ideas are considered worthy they are passed through the Mott Program director to the executive director and trustees of the Mott Foundation. If the trustees approve a new idea funds are appropriated for the project to the Board of Education. The project is then administered under the authority of that body.

10. How many people work directly for the Mott Foundation?

   A. None. All money is channeled directly through the Board of Education.

11. How does this program affect the programs of other community agencies?

   A. Its purpose is not to displace nor compete, but to supplement. The net effect has been to increase and stimulate the effectiveness of other agencies. Membership in Boy Scout and Girl Scout groups, for example, has grown steadily since the inception of the program. The Red Feather goal has multiplied 10 times over in the last 20 years, an indication that other agencies have benefited and increased their services.

12. How is it coordinated with other agencies?

   A. The Mott Foundation Program is an active member of the Council of Social Agencies. Much coordination is accomplished by this means of working together in an informal manner toward common goals. For example, the instructional costs of citizenship courses offered at the International Institute are borne by the Mott Program, while the facilities are furnished by the institute.

13. What part does the Flint Recreation and Park Board play in all of this?

   A. In Flint we have a Flint Recreation Commission. The responsibilities of the Commission are to recommend to the Flint Board of Education and to the Park and Recreation Board programs and policies that would develop a coordinated recreation program for the city. The Recreation Commission represents the schools, Park Board, City Commission, and the Industrial Mutual Association. The schools and Recreation department share facilities and staff in coordinating an overall recreation program.

14. To what extent do you involve parochial schools?

A. Considerably. Parochial groups, such as basketball leagues, use the gyms free of charge. Youngsters and adults from parochial schools belong to Teen Clubs, enroll in after-school and evening educational and recreational activities, belong to men's and women's clubs, and take part actively in all phases of the program.

15. To what extent are business and industry involved?

A. Considerably. Industrial management personnel enroll in phases of the graduate training program, work together with school personnel on common community problems. Industry and business volunteer personnel for special instructional programs. General Motors particularly has made heavy contributions of personnel, materials, and money to the community school program. Just a few examples of industrial and business involvement:

(1) A three-million dollar gift to the College and Cultural Center by General Motors

(2) A ten-thousand dollar grant for stepped-up science instruction by the Industrial Mutual Association

(3) Over 300 local businesses and agencies contributing annually goods and services to the Big Brothers of Greater Flint estimated at one hundred thousand dollars in value

(4) A great deal of salvage materials contributed annually by business and industry.

16. How many of Flint's schools are community schools?

A. All of them... a total of 52 schools in 1964.
40 elementary, 8 junior high, 4 senior high

17. Do you take in people from the "fringe" areas?

A. Yes. Students in adult education classes particularly come from all over the area. Many commute regularly from as far away as 75 miles.

18. What are some projects that were instituted by the Mott Foundation Program and have now been assumed by other agencies?

A. Cadet Teacher Program now underwritten by Board of Education, Practical Nurse Program now underwritten by Board of Education, Big Sisters now supported by Red Feather, Committee on Alcoholism now assumed primarily by state funds.

19. How do you define a community school?

A. A community school is a school whose total staff considers that a child is the product of not just the classroom, but of his total environment--home, family, recreation, friends, church, the entire community. Therefore, the school, in order to educate that child properly, must have an influence on all of these--must help people to make of their community the best community possible.

QUESTIONS PERTAINING TO COMMUNITY SCHOOL DIRECTORS:

1. What is a community school director?

A. He is a staff member who has the responsibility for organizing and directing the community school program.

He works cooperatively with his school principal, teachers, administrative staff, Mott Program staff, and individuals and organizations of his community. He knows his community, surveys its needs and resources. He constantly evaluates his program to fit changing needs, seeks volunteers, tests new ideas, searches for leaders, counsels, and helps children. He also works with staff to carry out experimental projects in education and community improvement.

B. He is the advocate of the community school philosophy, expressed succinctly by Dean Ernest O. Melby, Distinguished Professor, Michigan State University:

"To educate all of the children of all of the people,
we must educate all of the people of all of the children."

2. Who pays salaries of community school directors?

A. Community school directors teach 1/2 load in the afternoon, continue as supervisors of after-school and evening program. Salary is paid by Board of Education and supplemented by Mott Foundation Program. They are paid on a 48-week basis on regular teacher scale.

3. What are qualifications of a community school director?

A. Formal -- A.B., or a B.S. degree and teaching certificate
Personal -- Warm, outgoing personality, initiative, understanding of and genuine interest in people, creative imagination, ability to work with groups, inexhaustible energy, and long-suffering sense of humor.

4. What kinds of on-the-job training do they get?

   A. Directors are required to enroll in weekly job-related seminars conducted by Eastern Michigan University and Michigan State University. These seminars deal with problems of community school administration and carry full graduate credit. The studies lead to Master's, post-Master's, and Doctoral degrees in Community School Administration.

5. What are their hours?

   A. Directors are required to report at noon for the afternoon classes, remain in the school until the evening activities are terminated. They also conduct Saturday programs. They work "round the year on a 48-week basis."

6. Why do you have no women directors?

   A. Several women are retained in various schools to help with the Teen Club program and other activities. No woman has yet applied for a full-time director's job. Some of the activities, such as Men's Clubs, Athletic Leagues, and teen discipline may prove difficult for women. The lengthy and late hours, too, are not an attraction to women.

   Some outstanding women work as "community counselors" in various schools. Some of this work parallels that of a community school director.

7. Why are their backgrounds predominantly in physical education and recreation?

   A. Not all the directors have this background. The fact that many do is probably a reflection of the tendency for persons with this experience to do work well with groups, have an outgoing personality and identify easily with others. Another important reason is that the scheduling of part-time teaching of physical education and of community work is quite easily accomplished.

QUESTIONS PERTAINING TO ADULT EDUCATION AND YOUTH ENRICHMENT PROGRAM:

1. How many courses do you offer?

   A. More than 1, 200 Winter term, 1964. In 1963-64, there were 3, 672 classes with 82, 008 subject enrollments.

2. Are any of these credit courses?

   A. Many. During 1963-64, for example, there were 1406 enrollments in 71 graduate college credit courses, and 10, 314 enrollments in 351 adult high school classes.

3. How much tuition is charged for adult courses?

   A. There is no "tuition" as such. The average registration fee for a 8-week course is around $4. 50. In many courses there is no fee.

   B. Scholarships for free tuition to most courses are offered to men and women over 65-years of age.

      This varies somewhat--downward when it is felt such a move will increase registration--upward in some courses requiring expensive materials and specialized instruction.

4. Does this cover expenses? How close does it come?

   A. Fees collected cover about one-fifth of the total cost. The remainder is underwritten by the Mott Program.

5. How much do you pay adult education teachers?

   A. The average rate for a professionally-qualified beginning adult teacher is $3. 50 per hour. During the second year of teaching, this is increased to $4. 00. This is considered little more than expense money, and the idea that teachers are rendering a significant community service is stressed.

6. What are their qualifications?

   A. For credit courses, they must meet standard professional requisites. For non-credit courses, they must receive special certificates from the State. All teachers must be the kind of people who are good hosts, good leaders of adults, and are well prepared in their fields.

7. Where do your adult education teachers come from? How many are professional teachers?

   A. In 1963-64, 308 were public school professional staff. 258 were lay technicians with particular skills and interests. 22 were college teachers.

8. How do you decide which courses will be offered?

   A. A staff of adult education coordinators, under the adult education

director, assume responsibilities for the promotion of courses in their areas. There are coordinators whose responsibilities include the following:

1. Adult High School and Pre-High School
2. Special Services
3. Art and Crafts
4. Homemaking Skills and Home Arts
5. Graduate Training
6. Languages
7. Business and Retailing
8. Mechanical Skills
9. Trades and Industry
10. Recreation Skills
11. Parent Education
12. Speech and Drama
13. Music
14. Foods
15. Community Services
16. Health and Safety
17. Educational and Cultural Tours
18. Leadership Training
19. Lecture-Discussion
20. Bishop Sewing
21. Retraining
22. City Beautification
23. Family Health Education
24. Adult Reading Improvement
25. Civic & Economic Education
26. Tot Lots
27. Basic Economics
28. Senior Citizens
29. Correspondence Study

These people work closely with community school principals, directors, and staff in determining areas of interest.

9. How do you publicize and promote your adult education offerings?

A. Three comprehensive tabloids are published each year through the cooperation of THE FLINT JOURNAL.

Through the medium of the community school as an instrument of communication,
Through local press, radio, and TV,
Through distribution of special catalogues, brochures, flyers, and other materials.

10. How many people must register for a course before it is offered?

A. The normal rule of thumb is that if a person is interested in a field and can find eleven others also interested, and an instructor can be found, a course will be offered.

11. Do you take registrations by mail and phone?

A. Yes, for courses in which enrollment is not limited. Persons wishing to register in courses with limits must register in person during times set aside for that purpose.

QUESTIONS PERTAINING TO ARCHITECTURE:

1. What are your per-square-foot costs of school construction (exclusive of site and furnishings)?

   For the most recently built schools, the costs are as follows:

a.	Carpenter Road Elementary	1964	$16.68
b.	Brownell Elementary	1963	15.20
c.	Holmes Junior High	1962	14.28
d.	Northwestern High School	1964	15.45

2. What is the cost of a community -type addition (exclusive of site and furnishings)?

   A. For some of the most recently built additions, the costs are as follows:

a.	Lincoln Community School Addition	196[illegible]	$319.214 a
b.	Dort Community School Addition	1962	394.010 a
c.	Stevenson Community School Add.	1958	193.223

   a includes remodeling work in old school building

3. Why do you build such a big gymnasium?

   A. In this program, the gym is the most-used room in the school. The cost-per-pupil, per-square foot, per-hours-used makes the gym the cheapest room in the school.

4. How many new schools have been designed and built as community schools?

   A. a. Since 1950, 13 elementary schools, 2 Junior high schools and 2 high schools.

   b. 3 more elementary schools are to be ready by Fall, 1965.

5. How many "community wings" have been added?

   A. Eighteen (18) schools have had "community wings" added to their facilities. All the schools have at least been "modernized" for community use. The other schools have been modernized to provide community-type facilities.

continued

6. What "modernization" do you undertake to make a community school of a school building that is already pretty sound?

   A. One room is set aside as the "community room". One room is made available independently from the outside. Toilets and water facilities are expanded. Lighting is improved where needed. Equipment, such as shop machines, sewing machines, etc., is added.

QUESTIONS PERTAINING TO EFFECTS OF PROGRAM:

1. What effect, if any, has this program had on curriculum?

   A. Attention to basic health and nutrition of all children increases scholastic performance. Community school contributions include:

      (1) Health-guarded child program
      (2) Breakfast programs where needed
      (3) Dissemination of health information through parent committees
      (4) Involvement of parents in school health programs; e.g., measuring and weighing.

   B. Curriculum includes all learning experiences provided under the direction of the school. The Community School Program enlarges the curriculum in the following illustrative ways.

      (1) Stepping Stones: Training in gracious living and character building.
      (2) Enrichment: Sunrise Singers, instrumental music, children's theatre, puppetry, art, after-school fun clubs in many subject areas, Saturday instruction in elementary foreign languages and other subjects.
      (3) Personalized Curriculum Program: special instructional provisions for potential dropouts.
      (4) Elementary economics.
      (5) Better Tomorrow for the Urban Child: enrichment program in 13 inner city schools.

   C. The community school concept brings more adults into closer contact with the schools. This enhances the opportunity for staff to interpret curriculum to the public and thereby increases parent support of development and experimentation.

   D. Inservice education of teachers is an indispensable feature of the K-12 program. The community school activities include classes

continued

for teachers related to the needs of the K-12 curriculum. Examples: Flint history, BSCS Biology, foreign relations, humanities, economics.

2. A. One-third or more of the total teaching staff of the Flint schools take part in the program as teachers, supervisors, and counselors; and many more are involved as participants.

3. Does the myriad of activities offered tend to take people away from the home? Break up families?

   A. More and more of these programs, by popular request, are geared to family groups; for example, family nights, family swim parties, family roller skating, family arts and crafts workshops, and many more.

4. How has this program affected public support of the schools?

   A. Prior to 1950 the Flint schools had lost levy campaigns repeatedly for 25 years. In 1950, a bond issue that would provide money for building schools and additions throughout the City was approved by about a 70% majority. In 1953, an additional 5-mill levy to continue the program for 10 years was passed by about a 75% majority. In 1957, voters approved by about 80% a continuation of the 1950 - 2 1/2 mill levy. In 1962 voters approved better than two to one a 2 1/2 mill levy to help finance a new northwest high school. This public support, at a time when other school districts met failure at the polls, continued the Board of Education's pay-as-you-go plan of financing new school facilities.

5. Do you have any evidence to indicate that you have really succeeded in changing people's attitudes?

   A. Naturally, this is a difficult thing to measure; however, some things measurable are:

      (1) No major racial incidents. Smooth racial and religious integration in all phases of this program.

      (2) High numbers involvement in PTA's etc.

      (3) Twenty-five million dollar college and cultural development supported by private citizens.

      (4) Red Feather goal always on increase.

continued

6. What other communities and cities are adopting this plan?

A. In 1961 a Flint community school director was hired by the school system in Dade county, Florida, to institute a community school program in two schools. By 1964, there were 15.

In 1962, Walhalla, S. C., instituted a community school program with two school directors.

In 1964, Iron Mountain, Michigan began its community school program, directed by a former Flint community school director.

Also, in 1964, two additional Flint directors were hired by the schools in Sarasota, Florida, to begin a community school program.

Many communities in state, nation, and foreign countries adopting phases.

e. g. Japan Ministry of Education taking steps to implement adult and community education plan on these principles.

e. g. Nine communities in Michigan have adopted the program of Big Brothers, Inc.

7. How could another community get this started without the benefit of a Mr. Mott?

A. It is largely a case of using the resources already available in any community. A practical approach would be to start a program in one school only. Get the program going there and then invite folks from other areas in the community to come and observe it. Suggest to them that they can have the same thing for an increase of so much in taxes. Service clubs, individuals, and many charitable organizations are forever looking for a good cause to support. Suggest to such groups the sponsoring of the first pilot community school.

Then, too, there is this fact to consider. In many communities, all that is required is a closer coordination of resources already available and active. Sometimes the mere recognition of the school as the instrument around which facilities and personnel can rally is the key to constructive community action.

"Take what you have and go from there."

QUESTIONS PERTAINING TO FLINT IN GENERAL

1. What is the population of Flint?

   A. 196, 940. It was 11, 000 in 1910, 156, 000 in 1935.

2. How large in area is it?

   A. 32.8 miles

3. How many churches does it have?

   A. 291 representing 54 denominations.

4. How many people work for General Motors Corporation?

   A. 66, 546

5. What is the racial, national, ethnocentric makeup of Flint?

   A. Over 50 different national groups. About 18.5% of the population is Negro.

6. How stable is the population?

   A. During one four-year period in the 30's there was a complete turnover of one-third of the population. At that time, the average Flint family had lived here for 33 months. The population has become more stable since, but is still fluid. In 1960-61 the median percent of transiency was 30%. Succeeding years were not very different.

If you have any further questions write to:

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